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ABSTRACT

This description of a proposed one-week institute to educate school media center directors in management techniques covers (1) goals and objectives of the institute, (2) results and benefits of the program, (3) selection of participants, (4) institute and project schedules, (5) facilities and resources, (6) evaluation plans, (7) staff, (8) location of the program, and (9) institute program directors. A model representing the conceptual framework for the institute provides for a needs assessment to be conducted by participants prior to the session in order to identify management problems from their own experience. These problems will be considered in relationship to specific management theory and a course of action prioritized for the solution of the problems. These strategies will be implemented by the participants in their own schools, and a follow-up evaluation to be sent after approximately six months will determine the effectiveness of the management techniques in solving the problems. (BK)

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ADVANCED SCHOOL MEDIA MANAGEMENT INSTITUTE

by

Robert A. Gray
and
Lorenz James Olivetti

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IR009048

ABSTRACT

Project Title: Advanced School Media Management Institute

Project Directors: Dr. Robert A. Gray
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Fairfax, Virginia 22030
(703) 323-2442

Mr. Lorenz James Olivetti
Fenwick Library
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Applicant: George Mason University
Department of Education
Fairfax, Virginia 22030

Participants: Thirty school media directors (middle management positions) from the northern Virginia school systems.

Institute Date: July 23-28, 1979

The purpose of this one week institute is to educate school media center directors in management techniques. The institute will provide participants with competencies of management in the areas of needs assessment, systematic planning, use of objectives, personnel, budgeting and communication. By means of a survey, local school media program supervisors provided input in this area.

After completing a needs assessment of their own management system, participants would come to the institute with identified management problems. A unique aspect

of the institute involves the development of strategy by participants to solve these problems based on the management theory presented. Consultants, both theorists and practitioners, will provide assistance to individuals during the sessions. A follow-up evaluation will be conducted to see how effective the management techniques were in solving school media management problems.

ADVANCED SCHOOL MEDIA MANAGEMENT INSTITUTE

Program Narrative

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OBJECTIVES AND NEED FOR ASSISTANCE

Introduction

The administration of school media centers, especially in the large public schools in Northern Virginia, has become increasingly complex. The situation, in part, is a result of an increase in services provided by these centers. One can readily find such diverse activities as television production, media selection and instructional development being provided by these facilities. An example of the complexity of media services can be found by examining the service provided by Fairfax County. (Appendix B)

In the school media centers in Northern Virginia one finds the utilization of a large staff, both professional, paraprofessional, clerical and volunteer. Many center administrators lack formal training and experience with modern management techniques to effectively utilize them.

Christina J. Dunn, Assistant State (Virginia) Supervisor of School Libraries and Textbooks, stated the problem in this manner:

> We agree that it is a program [Media Management Institute] that is needed, especially in the northern Virginia area. Since schools in that area are so large and therefore demand larger staffs and more complex management procedures, librarians would benefit from your institute. (Appendix A)

By reviewing basic school media administration textbooks, one also notices practically a total neglect of

modern management techniques. For example, in the popular text, Administering Educational Media, by Brown, Norberg, and Srygley (1972), there is no substantive treatment of management techniques.

Based on a survey conducted by R. Gray in the Fall of 1978 of school media program supervisors in the counties and cities in Northern Virginia, a definite need for updating the skills and knowledge of media management was expressed. Representatives from the public school systems in Alexandria, Fairfax County, Loudoun County, Falls Church, and Prince William County took part in the survey. The information obtained by this needs assessment procedure was used in designing the topics covered in the institute.

By examining the school media administration texts, surveying the supervisors of system-wide media programs, and considering the complexity of school media center operations in Northern Virginia, one could readily conclude that there is a definite need for an institute dealing with advanced management techniques for media center directors from the public schools in Northern Virginia.

Supporting letters by county school media supervisors and specialists are included in Appendix A.

Institute Goals and Objectives

The major goal of the institute will be to provide participants with a knowledge of specific advanced management techniques which can be applied to solving management problems in local school media centers.

Specifically, the major objectives which support the attainment of this goal are:

·Participants will understand the major characteristics of advanced management techniques, i.e. management by objectives, differential staffing, etc.

·Participants will understand the strategy used to apply advanced management techniques to their own, defined, media center management problems.

·Participants will understand the major tenets involved in systematic planning and designing of media center management.

·Participants will be able to utilize needs assessment techniques in order to discover major problems in media center management.

·Participants will be able to effectively evaluate the media center management system.

·Participants will know the pertinent literature - journal articles, specialized management texts, etc. - dealing with advanced techniques of media management. This would be an invaluable source for continued study.

RESULTS AND BENEFITS OF INSTITUTE

At the conclusion of the institute, participants should be able to manage school media centers more effectively and efficiently. This represents the major result of the institute.

A benefit of the institute would also be felt by media center staff. The management techniques utilized by the director should certainly influence staff members in a positive manner: tasks would be better defined, communication would improve, etc.

School media supervisors should also find that media center directors utilizing effective management techniques are improving the total operation of the system-wide media program. Effective management techniques would be utilized by the participants in dealing with the county school media program.

School media center directors completing the institute would surely tell others concerning management technique. This multiplier effect would spread the benefits of the program.

Classroom teachers will benefit from the improved operation of the media centers through easier access to resources, closer ties with media specialists, and more efficient utilization of equipment.

In conclusion, the major beneficiary of the institute would be the students in the schools. A more effectively

operating school media center would certainly facilitate their use of the services.

To disseminate information concerning this institute, the following steps will be taken:

·A sound/slide program describing the institute will be shown by the project directors at the annual state conference of the Virginia Educational Media Association at Blacksburg, Virginia, Fall, 1979.

·As a possible prototype for media management institutes, a detailed description of the project and subsequent results will be sent to ERIC for publication.

·Project directors will prepare an article describing in detail this institute which will be submitted for publication to a professional media journal.

APPROACH

Participants: Characteristics and Criteria for Selection

Thirty participants holding middle management positions in the school media programs from the public schools in Northern Virginia will be selected. Northern Virginia is comprised of the following school systems: Fairfax County, Alexandria, Arlington, Falls Church, Prince William County, and Loudoun County.

Applicants for the institute will need to have school library science state endorsement and at least three years of supervisory experience in a public school media program.

Specifically, applicants will be selected based on the following criteria:

·Current supervisor position (supervising other professional, paraprofessional, clerical, etc. staff).

·Responsibility for budget preparation.

·Responsibility for developing long range plans.

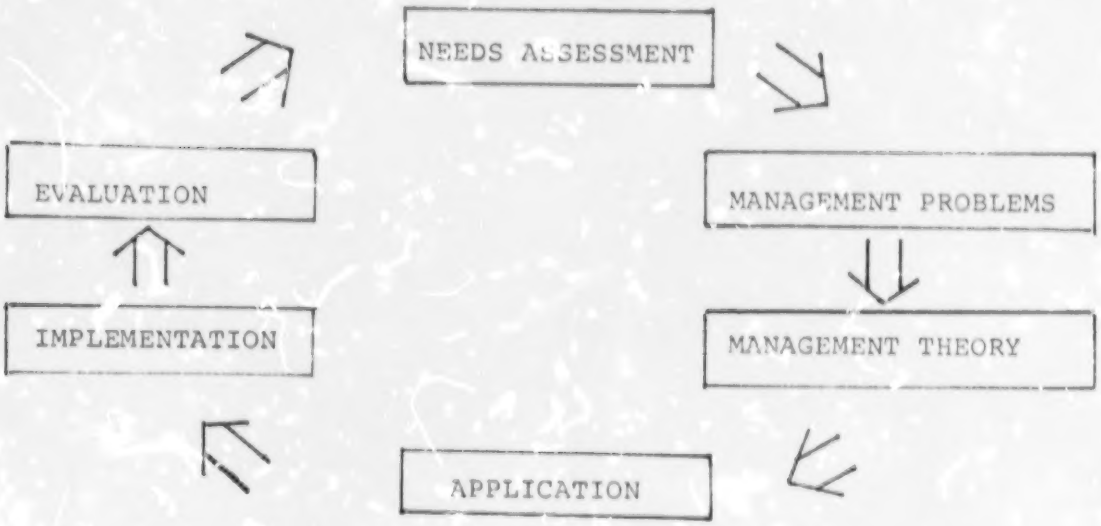
·Correlation between goals of institute and applicant's stated needs.

Media Management Institute Model

The project involves the development of a six day institute dealing with advanced management techniques for school media center directors.

The following model represents the conceptual frame-

work for the development of the institute:



A needs assessment will be conducted by participants prior to attending the institute. The result of this assessment will provide them with identified management problems from their own experiences. These problems will then be examined by participants in relationship to specific management theory.

During the application phase, participants will relate management techniques to their problems in media management. Various strategies will be examined. Applicants will prioritize a course of action to solve school media management problems in their local situation. Interaction by consultants, both theorists and practitioners, project directors, and fellow participants will insure a great deal of individualization during the sessions.

After participants have returned to their schools they will implement the course of action delineated during the institute. After approximately six months, participants will be sent a follow-up evaluation. At this time, the directors of the project will find out how effective the management techniques were in solving their problems.

Institute Management Topics

The following topics represent the major specific topics to be examined during this institute:

Needs Assessment and Planning
- Needs assessment techniques
- Systematic overall planning techniques

Use of Objectives in Management
- Management of objectives
- Goal development
- Task analysis
- Time management technique

Issues in Personnel Management
- Job descriptions
- Differential staffing
- Job satisfaction
- Staff performance evaluation

Communication
- Systematic development of communication systems
- Interpersonal relations
- Public relations

Budgeting Techniques
- Program planning budgeting system
- Systematic design

Input for this section was obtained by a needs assessment procedure conducted by R. Gray. Individual school media program supervisors from Northern Virginia were surveyed to obtain specific topics included in this section.

Daily Institute Schedule

The daily sessions will be divided into three major divisions: a morning theory session, an afternoon application session, and an evening research session.

During the morning session, an authority in a particular management technique will present basic theory information. At this time participants will learn the characteristics of this technique.

At the afternoon session the theorist will be joined by a school media supervisor, a practitioner, to analyze how one could apply the technique to managing school media centers. After the formal presentation, participants will have time for small group and individual interaction with peers, project directors,and consultants. A course of action for implementation will be developed during this phase of the program. The "feedback session" will occur at the end of the afternoon proceedings. At this time, participants will share their strategy for solving a specific media management problem with others. This will be done in small groups with active participation of consultants and project directors.

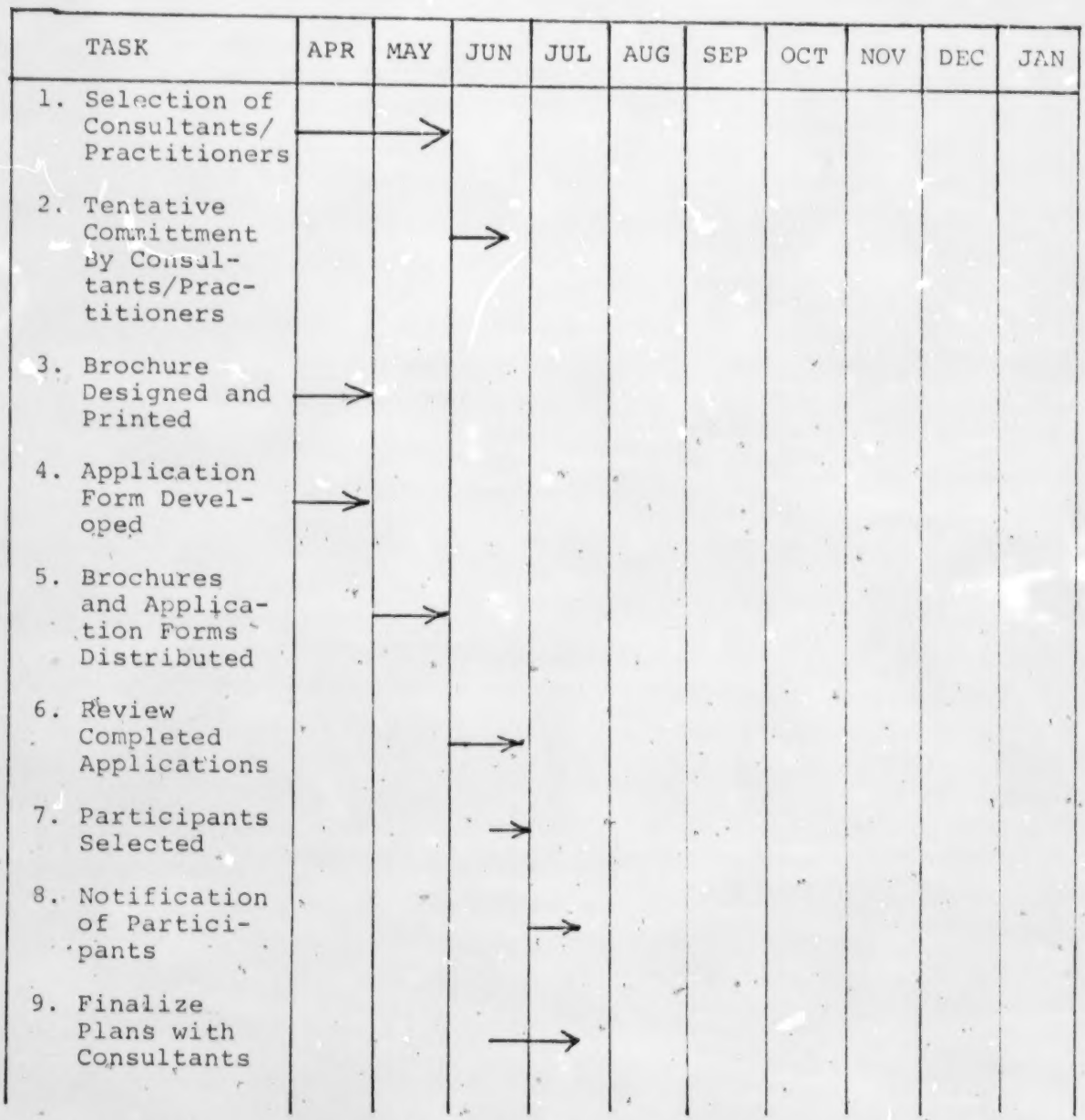
The evening session will be used by participants in researching management techniques. The time will be used to prepare for the next session. A collection of management information will be available for use in Fenwick Library.

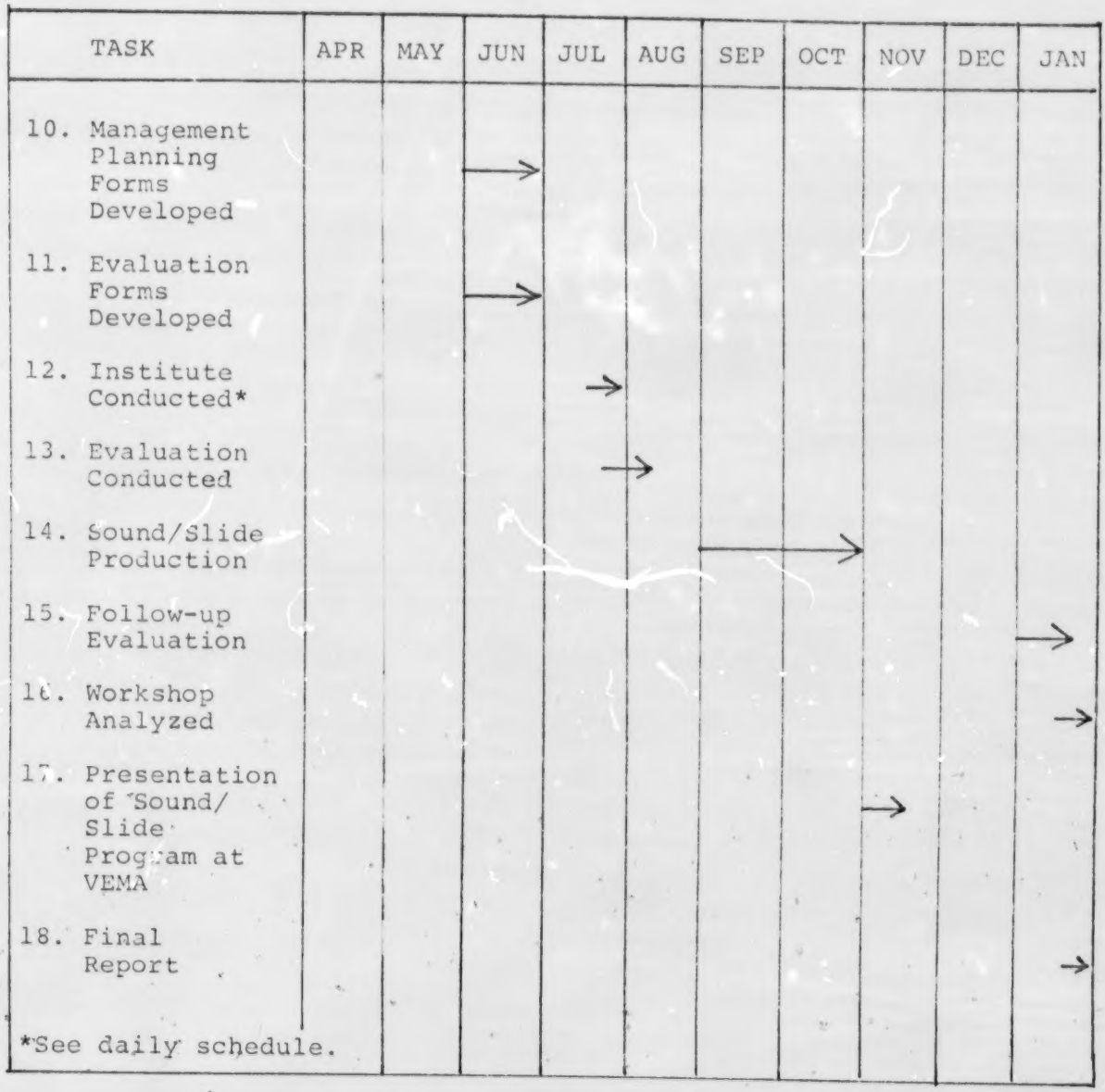
The following is a tentative schedule for the week of the institute (July 23-28, 1979):

Day	Time	Activity
Monday	9:00AM	Registration and Distribution of Materials
Monday	10:00AM	Needs Assessment and Planning I (Theory)
Monday	1:00PM	Needs Assessment and Planning II (Application)
Monday	Evening	Individual Research
Tuesday	9:00AM	Use of Objectives I (Theory)
Tuesday	1:00PM	Use of Objectives II (Application)
Tuesday	Evening	Individual Research
Wednesday	9:00AM	Issues in Personnel I (Theory)
Wednesday	1:00PM	Issues in Personnel II (Application)
Wednesday	Evening	Individual Research
Thursday	9:00AM	Communications I (Theory)
Thursday	1:00PM	Communications II (Application)
Thursday	Evening	Individual Research
Friday	9:00AM	Budgeting I (Theory)
Friday	1:00PM	Budgeting II (Application)
Friday	Evening	Individual Research
Saturday	9:00AM	Summary and Evaluation Award of Certificates

Project Schedule

The following schedule lists the major tasks to be completed during the duration of this project. The schedule is based on the assumption that the award of the grant will be made by April 1. The institute will be conducted during the week of July 23-28, 1979.





Facilities and Resources

ACCREDITATION

George Mason University is accredited by the Southern Association of Colleges and Schools, the Council of Graduate Schools in the United States, the National Council for Accreditation of Teacher Education, and the Conference of Southern Graduate Schools.

ACADEMIC DIVISIONS

George Mason University is currently composed of four separate colleges and schools, each with its own faculty and degree programs.

The College of Arts and Sciences offers courses of study leading to the Bachelor of Arts degree with majors in 22 areas: American studies, art, biology, chemistry, dramatic arts, economics, English, European studies, French, geography, German, government and politics, history, international studies, Latin American studies, mathematics, music, philosophy, physics, psychology, sociology, and Spanish. Courses of study leading to the Bachelor of Science degree are available in biology, chemistry, economics, law enforcement, mathematics, physics, psychology, public administration and social welfare. The College also offers a Bachelor of Music degree. A two-year engineering program designed to meet most of the basic requirements of the standard engineering curriculum is also offered.

The College of Professional Studies offers the following degree programs: Bachelor of Science in Education, with majors in early childhood education, elementary education, and health and physical education; Bachelor of Science in medical technology, and in fire administration and technology; and a Bachelor of Science in nursing.

The School of Business Administration offers a course of study leading to the Bachelor of Science in Business Administration.

The Graduate School offers courses of study leading to the Master of Arts in Economics, English, History, Psychology, and Spanish; the Master of Business Administration; the Master of Education in Elementary Education, Guidance and Counseling, Reading, School Administration and Supervision, Secondary Education, and Special Education; the Master of Public Administration; and the Master of Science in Biology and Mathematics. A Master of Arts in Teaching is offered in History.

The Office of Extended Studies coordinates the evening courses and undergraduate programs of the College of Arts and Sciences, the College of Professional Studies, and the School of Business Administration. A number of bachelor's degree programs are completely available in the evening. It also performs a number of functions generally associated with continuing and adult education. Special academic programs offered through the Office of Extended Studies originate in the appropriate college or school of the University, and hence are subject to official University regulations and procedures. It administers a program of regular undergraduate and graduate credit courses of the colleges and schools of the University at convenient off-campus locations throughout Northern Virginia. Off-campus credit courses are fully applicable to the residence and degree requirements of the University. Off-campus class schedules are included in the University's regular schedule of classes and a separate off-campus schedule of classes

each semester. Extended Studies also administers the Senior Citizens Higher Education Act of 1974 as applicable to the University.

PUBLIC SERVICE AND NON-CREDIT OFFERINGS

Non-credit courses, workships, institutes and programs offered by the University are coordinated or administered through the Office of Extended Studies. The University's on-going series of non-credit educational activities serve a variety of community and public service needs. Each semester a series of short courses which may be taken for personal enrichment, professional advancement, or recreation is offered to the public at a modest cost. Course offerings, schedules, and fees are available in the non-credit brochure published semi-annually.

Other public service offerings include conferences, workshops, and institutes of a more specialized nature offered at the request of governmental, industrial, business, and professional groups to meet in-service training needs.

The University will award Continuing Education Units (CEU) to students who have successfully completed any non-credit activity for which CEU's are designed.

COMPUTER FACILITIES

Computer facilities are available to the faculty and students for instructional and research purposes. Beginning with the Fall 1978 term, a Hewlett Packare 3000 Series II Model 6 computer with 512 kb memory operational on campus for academic work. In addition, there is a Hewlett Packard

2000 access computer to support BASIC interactive time sharing and remote batch and interaction to the Control Data Cyber 172 at the University of Virginia and the IBM 370/168 at the College of William and Mary. The University Computer Center is located in Thompson Hall, Room 2. Teletype terminals, CRT's and keypunch machines are in Room 21. The Director of Academic Computing Services supervises consultants located in Room 22 to assist users with programming and job control language problems. On the North Campus, time sharing terminals are located in the Computer Laboratory, Rooms 135 and 136. Various software package programs are available on several of the supporting computer systems such as SPSS, BIOMED, and ESP. Various utilities are available for sort, merge, copy and edit.

INSTRUCTIONAL RESOURCES CENTER

The College of Professional Studies also maintains an Instructional Resources Center in Robinson Hall. The facility consists of a Curriculum Lab, Production Lab, Equipment Operation Lab, and Preview Room. Institute participants can preview a large variety of print and non-print materials dealing with educational media. They can also see production equipment and basic audiovisual hardware used extensively in school media centers.

UNIVERSITY LIBRARIES

George Mason University libraries are available for participants to use. Fenwick Library houses a strong collection in education and media management, the entire

ERIC research collection on microfiche, and on line computer access to education data bases. A separate library in the School of Business Administration focuses specifically on research materials in management.

Evaluation

An evaluation form will be collected at the end of each daily session. The reactions of the group to the last question dealing with the relevancy of the management technique will be tabulated.

At the last session on the sixth day, the participants will be asked to rate the various dimensions of the institute: the overall design, the presentations, the relevancy to the field, etc. A five point Likert scale will be used in this part of the summative evaluation. The responses on the evaluation form will be examined in relationship to the institute objectives.

At the end of six months, a follow-up evaluation will be conducted. By this time the participants would have had a chance to apply the management techniques and strategy learned at the institute to actual problems in school media management. These responses will be recorded and tabulated.

After the summative and follow-up evaluations, findings will be analyzed on their relationship to the goal and objectives of the institute. At this time the impact of the institute can be more accurately measured.

After completion of institute, participants could also

obtain Continuing Education Units from the Office of Extended Studies.

A Certificate of Participation will be issued to all participants at the completion of the institute.

Staff

Consultants, media management theorists, will be used to present management theory to participants during the morning sessions. Practitioners, currently holding positions as school media supervisors, will be used as consultants during the afternoon application and feedback sessions.

The following criteria will be used in selecting educator/theorist to serve as consultants:

·Specialist in school media management

·Publication record in the management field

·Involvement in professional media organizations

·Affiliation with library or educational technology division on the University level

·Recommendation from specialists in school media management.

The following criteria will be used in selecting practitioners as consultants in the program:

·Specialization in the field of educational media (as evidenced by advance degree)

·Administrative position currently held in the school media program (It should be at the county or district level.)

·Experience in school media management (at least five years)

·Publication record in media field

·Involvement with professional organizations in the school media field.

The directors of the project, R. Gray and L.J. Olivetti will be actively involved in the institute by doing the following:

·Selecting consultants

·Developing brochure

·Selecting participants

·Finalizing plans for institute

·Developing a variety of forms

·Presenter and discussion leader during the institute

·Developing evaluation forms

·Producing sound/slide program

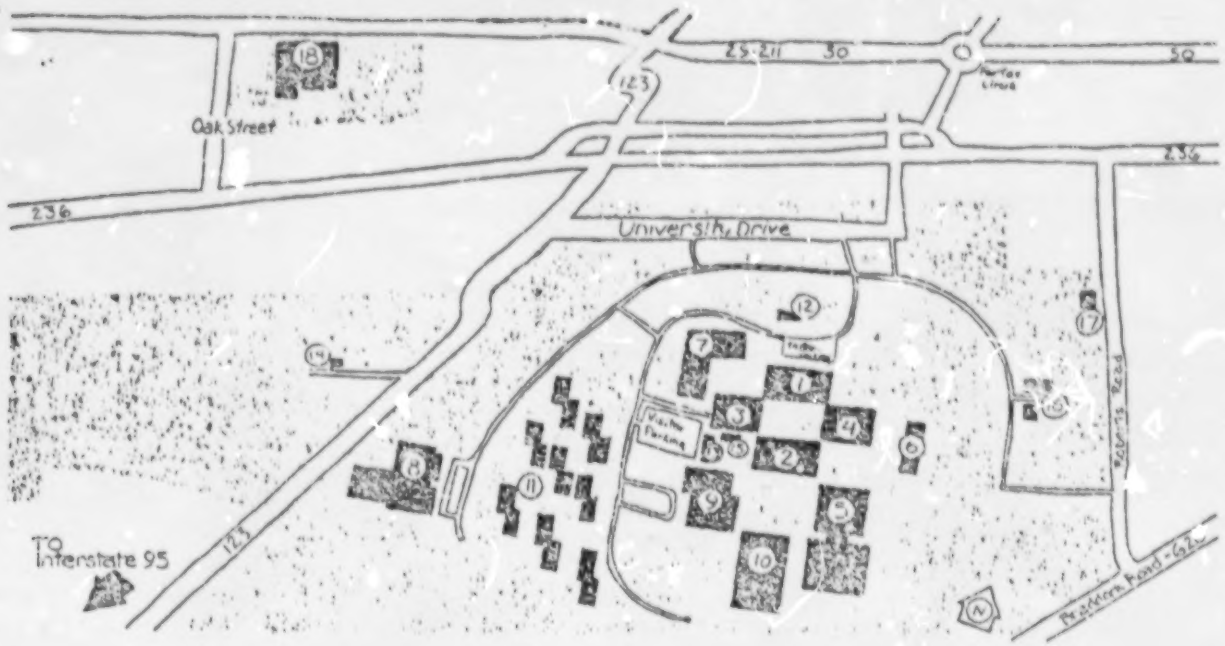
·Conducting and tabulating follow-up evaluation data

·Preparing final report

·Presenting sound/slide program at state conference

·Writing journal article describing institute and outcomes.

GEOGRAPHIC LOCATION



GEORGE MASON UNIVERSITY

THE STATE UNIVERSITY IN NORTHERN VIRGINIA

1. FINLEY BUILDING
Admissions Office
Business Office
Cashier
Data Processing, Administrative
Dean of Summer School
Institutional Analysis
Personnel
President's Office
Public Relations
Switchboard
Vice President, Academic Affairs
Vice President, Business and Finance
Vice President, Planning and Program Development

2. SOUTH BUILDING
Biology Laboratories
Chemistry Department

3. WEST BUILDING
Engineering
Physics Department

4. EAST BUILDING
Extended Studies Office
Registrar's Office
Sociology Department

5. FENWICK LIBRARY
Alumni Affairs Office
Audio-Visual Center (main)
Development Office
Facilities Planning Office
Federal Theater Project
Library Director's Office
Library Offices

6. LECTURE HALL

7. THOMPSON HALL
Dean, College of Arts and Sciences
English Department
Foreign Languages Department
History Department
Mathematics Department

8. PHYSICAL EDUCATION BUILDING
Health and Physical Education Department

9. STUDENT UNION BUILDING
ADVOCATE (yearbook)
Arts and Crafts Center
Associate Dean for Student Life
Associate Dean for Student Services
Banking
BROADSIDE (Student newspaper)
Cafeteria
Campus Ministry
Career Planning, Placement, Financial Aid Office
Counseling Center
Dean for Student Affairs
Dispensary
Honor Committee
PHOEBE (literary magazine)
Student Government
Student Organizations
Veterans Affairs Office

10. ROBINSON HALL (ACADEMIC II A)
Audio-Visual Center
Biology Department
Computer Center, Academic
Dean, College of Professional Studies
Dean of the Graduate School
Education Department
General Studies Department
Medical Technology (General Studies Department)
Nursing Department
Philosophy and Religion Department
Program for Educational Assistance
Psychology Department
Public Affairs Department

11. STUDENT HOUSING (FALL 1977)

12. TRAILER #1
Security (main office)

13. GREENHOUSE
Biology Laboratory

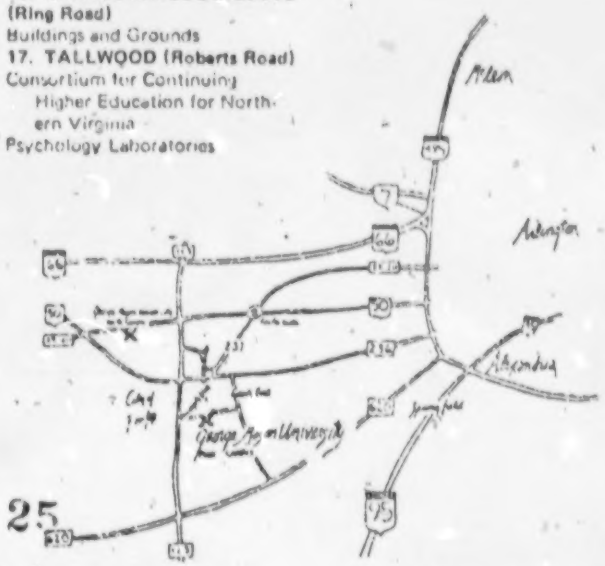
14. CARTY HOUSE (Kelley Drive)
Economics Department

15. TRAILER #5
Purchasing Office

16. MAINTENANCE BUILDING (Ring Road)
Buildings and Grounds

17. TALLWOOD (Roberts Road)
Consortium for Continuing Higher Education for Northern Virginia
Psychology Laboratories

18. NORTH CAMPUS (10675 Lee Highway)
Audio-Visual Center
Baseball Field
Business Administration Department
Cafeteria
Central Shipping and Receiving
Fine and Performing Arts Department
Library
Security Office (for North Campus)



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Dr. Robert Gray is currently Associate Professor of Education (educational media and technology) and Coordinator of Instructional Resources Center. He holds a M.Ed. and Ed.D. from the University of Virginia in the field of educational media and technology.

For the last five years, he has been coordinating the Instructional Resources Center, a large facility consisting of the Curriculum Lab (a specialized library), Production Lab, Equipment Operation Lab, and Preview Lab. The facility provides services to the Education and Nursing Departments.

He has served as a consultant in a media management project for a local school system during the 1978-79 term.

Dr. Gray has also published articles in the area of educational media in a variety of journals.

He also teaches undergraduate and graduate courses in the area of educational media and technology.

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Mr. Olivetti is currently Librarian/Assistant Professor at George Mason University. He is Chairperson of the Reference Department and liaison with the Department of Education.

He formerly served as director of a junior high school media center in Needhan, Massachusetts and as media specialist at a high school in Quincy, Massachusetts. Mr. Olivetti holds a master's degree in library science from Simmons College and is certified as an Audio Visual Specialist and School Librarian in Massachusetts.

APPENDIX A

Letters of Support